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ABSTRACT

Designed to introduce the vocational teacher to activities through which peer interaction promotes the understanding of self and others in a working environment, this handbook provides activities that focus on attitudes, interests, and values development. The first topic, work habits, deals with absenteeism, coffee break abuse, communication skills, dress, ethics, human relations, overtime, punctuality, safety, and resources. Productivity, the second subject, involves goal setting, individual skill and job tasks, profits, quality production, and resources. The last section of the handbook focuses on personal responsibilities, encompassing attitudes, the employee-employer team, honesty, a view of the real world, efficiency, group efficiency, and resources. For each subtopic the following are included: (1) a list of student objectives, (2) materials needed, (3) the suggested activities, (4) feedback methods, and (5) other additional activity ideas. Among the types of activities are filling out forms, class discussions, role playing, and recordkeeping. (EIG)

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AFFECTIVE EDUCATION HANDBOOK FOR VOCATIONAL EDUCATION

Office of Vocational Education
South Carolina Department of Education
Rutledge Office Building
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

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PREFACE

Affective education refers to the learning process that deals with attitudes, interests, and values development. Specifically, this handbook is designed to introduce the vocational teacher to activities whereby peer interaction promotes the understanding of self and others in a working environment. These activities serve to build positive personal and interpersonal behaviors through group learning experience. These problem-solving activities provide a foundation for teaching attitudes, values and goal assessment; you, however, may expand and improve upon these activities.

The objectives have been limited to these major areas: desirable work habits, personal responsibilities, and productivity. These skills were perceived as being the most critical in determining success or failure. Integrate these objectives into your classroom situation when an atmosphere of self-directed learning is possible, so that independent judgement is established.

Remember, however, you are the model for these skills. You set the example. Your attitudes, values, and goals speak daily, to your students. This handbook is merely an aid; you, however, are a constant demonstration.

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Good thing I called the Office and told them I'm Sick!
Work Habits

WORK HABITS--ABSENTEEISM

OBJECTIVES:

1. Students will become aware of the number of days missed from classwork for various reasons by keeping a chart of attendance.

2. Students will become aware of the importance of their job by studying the effects of their absenteeism.

3. Students will become aware of community business practices regarding absenteeism by studying company policy manuals.

MATERIALS NEEDED:

1. Attendance record sheet--sample included.
2. Poster paper for charts
3. Local company policy manuals--if available; if not, school district manual

ACTIVITY:

1. Hand out an attendance record sheet to each student.

2. Explain the codes on the Attendance and Personal Record form. Give examples.

3. Explain the procedures for recording absences.

4. Daily, each student will record his/her attendance. If absent, she/he will record reason after returning.

5. At the end of the first month, the absences will be totaled.

6. For discussion:
   a. Multiply each total by 12; discuss the effect of that many absences in a year.

   b. What are acceptable reasons for excessive absences? Post these.

   c. What action can a company take in the case of excessive absences? Discuss negative and positive actions.

   d. Discuss effect an absence record may have on promotions, added responsibilities, raises, etc.

7. Develop a class policy manual regarding absences. Set up specific guidelines as to the procedure to be followed in case of excused and unexcused absences. Students can be responsible for editing, duplicating, and collecting signed copies of the manual of regulations on absences.

8. Continue keeping the attendance record. Students can see at a glance their record and perhaps evaluate their value as an employee.

FEEDBACK:

1. Monthly, refer to the attendance record. Have students compute the totals and make a written comment regarding their attendance record.

2. A personal conference with the student, reviewing his/her attendance record, may prove helpful. Attendance may prove to be the reason for incomplete work or poor grades.

3. Compare students' attendance records with local company attendance policies. Some students would be in trouble. This is a good area for discussion.

ADDITIONAL IDEAS YOU, AS A TEACHER, MAY WISH TO DEVELOP:

1. Personnel managers from local firms are good resource people regarding attendance policies.

2. Discuss the relationship of attendance, holidays, sick leave, and other types of absences. Are they the same thing?

3. Planned teacher absence at the beginning of the period when your presence is necessary for completion of the student's work is often an effective measure.

4. Discuss the state school attendance policy and what it really means. Does the student have 10–20 days to be absent at will?

5. Collect case studies on 3 x 5 cards. These make good discussion points. Keep these in a card file and use when needed.

ATTENDANCE AND PERSONAL RECORD

NAME _____ CLASS _____

CODE FOR ABSENCES

1. PERSONAL ILLNESS
2. FAMILY ILLNESS
3. FAMILY BUSINESS/TRIP
4. FIELD TRIP
5. OTHER SCHOOL
6. TARDY

YEAR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	TOTAL
JAN.																																							
FEB.																																						
MAR.																																						
APRIL																																						
MAY																																						
JUNE																																						
JULY																																						
AUG.																																						
SEPT.																																						
OCT.																																						
NOV.																																						
DEC.																																						
																												TOTAL										

WORK HABITS--COFFEE BREAK ABUSE

OBJECTIVES:

1. Students will be aware of time by taking a "coffee break" and observing the results and reactions of other students.

2. Students will be rewarded or penalized for time and become aware of its value.

MATERIALS NEEDED:

1. Call bell.

2. Coffee Break Record (sample included) for each student. (If the class is large, this may have to be done in groups.)

GROUP ACTIVITY:

1. Prepare students for the week involving a "coffee break." Discuss the purpose of the break. At this time, do not discuss abuse of the period.

2. In the middle of the class, ring the call bell for the beginning and end of the 5-minute coffee break.

3. The instructor will note the students who do not take a break, the students who return to work early from the break, and the students who are late returning from the break. Accumulate the time involved for the week.

4. Make no comments during the week regarding use of the allotted break period. Let students treat the break as they will.

5. At the end of the week, report to the class regarding their individual use of the coffee break. If the class is congenial, there should not be a problem in doing this openly.

6. If the nature of the class will not permit open discussion of the use and abuse of the break period, the instructor can do this privately with each student.

FEEDBACK:

1. Determine the amount of "lost" time by the class. Apply minimum wage to this time and determine the money lost to the company.

2. Discuss with the class the problems caused by the abuse of coffee breaks or such breaks.

3. Discuss the problems created by a late team- or co-worker in a job. Let the class come up with solutions to these problems.

4. Students should be aware of how important it is to accept responsibility for their own actions regarding break time.

ADDITIONAL IDEAS YOU, AS A TEACHER, MAY WISH TO DEVELOP:

1. Continue the break idea for a second week, after class discussion and observation. This time it may work well.

2. Use a staggered break for a few days and a set break period for a few days. Compare the results. Compare "employee" likes or dislikes.

3. Discuss the following:

   a. Should the coffee break be combined with a trip to the copy machine?
   b. Should a coffee break be for bathroom privileges or are they a separate break?
   c. Should employees be asked to check the mail during their coffee break?
   d. Should excessive abuse of break time result in a loss of pay for the employee?

4. Collect or prepare a 3 x 5 card file on case studies regarding break abuse. Use these for class discussion, review, emphasis, etc.

COFFEE BREAK RE

Name _____

Date	On Time	

Comments: _____

_____

_____

CORD

Class

Break Record

Over Time | No Break | Abused

11

WORK HABITS–COMMUNICATION SKILLS

OBJECTIVES:

1. Students will become aware of the importance of listening.

MATERIALS NEEDED:

1. Mini-mystery books available at bookstores--sometimes variety stores.
2. Tape recorder and tapes

ACTIVITY:

1. Explain to students that listening carefully to every detail is important in this exercise.
2. You might want to give a reward to the one who solves the mystery.
3. If you are using prepared material, you will find this activity easier. Read the mini-mystery or puzzle carefully to the class.
4. The key is to listen for the error in the story that is the clue to the mystery.
5. Begin with simple exercises and work up to harder ones.

FEEDBACK:

1. Transfer this idea to daily assignments. When giving instructions, allow students to omit part of the assignment. Do not repeat. If they are listening, they will know what to do.
2. Allow a student to give daily assignments. This may impress on the student the value of listening.
3. Allow students to listen to a tape of instructions. Then have them write the instructions as they heard them.
4. Allow students to tape a set of instructions. Store this. Several weeks later, allow students to listen to their taped instructions. Are they clear?

ADDITIONAL IDEAS YOU, AS A TEACHER, MAY WISH TO DEVELOP:

1. Allow students to tell their favorite joke. Insist that they stand and address the group.
2. Tape a class discussion (unknown to group). Later play back the tape and analyze the poor expressions, grammar, incomplete instructions, etc.
3. Use real message pads (duplicate your own) for messages. Insist that students complete the form.
4. Distribute messages with conflicting data (date and day). Note student reaction. Impress verification of data.
5. Require students to explain their machine or operation to the next student on this job.
6. Ask students to rewrite instructions for a test or an exercise in their book.
7. Transferring information from one form to another is good practice.
8. Analyze non-verbal (body) language.

WORK HABITS--DRESS

OBJECTIVES:

1. Students will observe the effects of proper dress for an occupation.
2. Students will have the opportunity to dress as they would on the job.

MATERIALS NEEDED:

1. It is possible that in some areas, some articles of the proper dress will have to be supplied by the instructor.
2. Notebook for recording observations will be helpful.

ACTIVITY:

1. A class discussion of the proper dress for your area will be a good pre-requisite.
2. Several dress demonstrations would be good emphasis.
3. Divide the class into two groups.
4. Select a chairperson for each group.
5. One group will come to school for two weeks dressed in strict occupational attire; the other group will dress unusually casual, perhaps even exaggerated.
6. The chairperson will observe the actions, efficiency, attitude, noise level, general overall reaction of the two groups.
7. Record these observations for later discussions.
8. You might prepare a checklist for the chairperson to record observations.
9. The instructor should make notes of observations, too.

FEEDBACK:

1. After the time period of dress vs. non-dress, allow the groups to discuss such questions as:

   a. Was there any extra effort in dressing properly for your job?
   b. Did you find that you had the proper clothes somewhere in your room?
   c. Did you feel better qualified in different dress?
   d. Do you think dress affected the way you talked to other people?
   e. How did you react to the other group?
   f. Did you feel "good" about yourself during the time period?
   g. How did you react to your supervisor during this period?
   h. Were you embarrassed by your dress?
   i. Were you any neater during this period?

2. Alternate the groups if you think it would be beneficial.

3. Discuss the effect of proper and improper dress for your area. Allow students to express their opinions and give examples of relatives who work and the dress they wear.

4. Allow for a discussion of public opinion regarding the dress of employees.

ADDITIONAL IDEAS, YOU AS A TEACHER, MAY WISH TO DEVELOP:

1. Examine company policy manuals for statements regarding dress.

2. Examine your school dress code for regulations.

3. Bulletin boards with current dress ideas from newspapers and magazines are good.

4. Ask class to come one day in uniform (set a uniform--dark pants, white shirt, etc.). Note the effect. Discuss the likes and dislikes.

WORK HABITS--ETHICS

OBJECTIVE:

1. Students will become aware of the rules of conduct for South Carolina public officials and public employees.

MATERIALS NEEDED:

1. Copies of the Rules of Conduct from the Ethics Commission, (Sample included)

   Order from: State Ethics Commission (free)
   P.O.B.11627
   Columbia, SC 29211

   Phone: 758-7408 (Att: Ms. Alice B. Shorter)

ACTIVITY:

1. Obtain copies of the state publication or reproduce sections of the guide.
2. Hand out the printed code to students.
3. Ask students to read carefully.
4. Ask students to name people locally to whom this would apply.
5. Discuss "Who is a Public Official and/or Public Employee?"
6. Ask students to list in everyday language some of the guidelines for public officials and employees.

   Ex: stated economic interests
   no attempt to bribe
   no financial gain from position
   no disclosure of confidential information
   no conflict of interest (give some examples)
   no favors accepted
   others as listed in code

7. Each topic submitted by students would be good for discussion.

FEEDBACK:

1. Role playing for some of the examples in Number 6 may be good.

2. Allow students to write a policy for your class regarding rules of conduct. This may be very simple as:

   no copying of homework
   no borrowing of supplies
   no supplying answers
   no reporting of pop tests
   others

3. Allow students to formulate ways of dealing with misconduct and violation of these rules.

4. Stress the value of ethics in good relationships between the public and business and government.

ADDITIONAL IDEAS YOU, AS A TEACHER, MAY WISH TO DEVELOP:

1. Prepare 3 x 5 cards of case studies. Keep for classroom use.

RULES OF CONDUCT

*No public official or public employee shall use his official position or office to obtain financial gain for himself.

*Whoever gives or offers to any public official or public employee any compensation to influence his action, vote, opinion, or judgement as a public employee or such public official solicits or accepts such compensation to influence his action, vote, opinion, or judgement shall be subject to the punishment as provided by Sections 16-211 and 16-212 of the 1962 Code. The provisions of this section shall not apply to political contributions unless such contributions are conditioned upon the performance of specific actions of the person accepting such contributions nor shall they prohibit a parent, grandparent, or relative from making a gift to a child, grandchild, or other close relative for love and affection except as hereinafter provided.

*No person shall offer or pay to a public official or public employee and no public official or employee shall solicit or receive any money in addition to that received by the public official or public employee in his official capacity for advice or assistance given in the course of his employment as a public official or public employee.

*No public official or public employee shall use or disclose confidential information gained in the course of or by reason of his official position or activities in any way that would result in financial gain for himself or for any other person.

*Unless otherwise provided by law, no person shall serve as a member of a governmental regulatory commission that regulates any business with which that person is associated.

*Any public official or public employee who, in the discharge of his official duties, would be required to take action or make a decision which in his opinion would substantially affect directly his personal financial interest or those of a member of his household or a business with which he is associated, shall instead take the following actions:

(a) Prepare a written statement describing the matter requiring action or decisions, and the nature of his potential conflict of interest with respect to such action or decision;

(b) If he is a legislator, he shall deliver a copy of such statement to the presiding officer of his legislative branch. The presiding officer if requested by the legislator shall cause such statement to be printed in the journal and, upon request, shall excuse a legislator from votes, deliberations, and other action on the matter on which a potential conflict exists; provided, however, any statement delivered within twenty-four hours after the action or decisions shall be deemed to be in compliance with this section.

(c) If he is not a legislator, he shall furnish a copy to his superior if any, who shall assign the matter to another employee who does not have a potential conflict of interest. If he has no immediate superior he shall take such steps as the State Ethics Commission shall prescribe through rules or regulations to remove himself from influence over actions and decisions on the matter on which the potential conflict exists.

*No public official or public employee shall appear before the South Carolina Public Service Commission, the South Carolina Dairy Commission, or the South Carolina Insurance Commission in rate or price fixing matters. This prohibition shall also apply to partners or associates in the law firm of a member of the General Assembly. Whenever it is required by law for a member of the General Assembly to appear because of his business interest as an owner or officer of such business or in his official capacity as a member of the General Assembly, the provisions of this section shall not apply.

*No public official or public employee and no business with which a public official or public employee is associated shall enter into any contract with a governmental agency or department which is to be paid in whole or in part out of governmental funds, where such a contract is normally awarded through a process of public notice and competitive bidding, unless the contract has been awarded

through a process of public notice and competitive bidding.

*No person shall offer or give to a member or employee of a governmental regulatory agency or department that regulates a business with which such person is associated, and no member or employee of such agency or department shall solicit or accept from any such person, anything of value, including a promise of future employment or a favor or service, while the member or employee is associated with the regulatory agency or department. No former member or employee of such agency or department shall serve as a lobbyist or represent clients before such agency or department for a period of two years after he leaves the agency or department.

SOURCE: *Rules of Conduct,* Guide for Public officials and Public Employees. State of South Carolina, State Ethics Commission, Columbia, SC.

NOTE: Although the Rules of Conduct utilized as a source for the above summary, indicate that these rules apply to a single sex, all rules pertain to both sexes.

WORK HABITS--HUMAN RELATIONS

OBJECTIVES:

1. Students will develop the ability to work with other people by handling some of the classroom routine matters.
2. Students will be able to appreciate the other person's viewpoint from working with other students in classroom situations.

MATERIALS NEEDED:

1. Calendar

ACTIVITY:

1. Note on the calendar the birthdays of the class members.
2. Set up a rotating schedule so that students will serve as "Manager" for a two week period.
3. Instruct the class in the general duties of the classroom manager. These may vary with the groups. Some suggested duties are listed:
   - Checking attendance
   - Locking and unlocking cabinets
   - Putting out necessary supplies
   - Checking to see that equipment is turned off at the end of the period
   - Cautioning students who get too loud
   - Urging students to get to work
   - Collecting papers
   - Returning papers
   - Making routine assignments
   - Checking mail
   - Delivering messages
   - Checking to see that work is being done
   - Other duties at teacher discretion
   - Checking calendar for events
   - Checking equipment in and out
4. Discuss the reaction expected by the classroom manager. Be sure that the class understands what is expected of the manager and that each member will serve a turn as manager.
5. Remind students that acknowledging birthdays and similar occasions is one way to develop good human relations.
6. Prepare a checklist of duties for each manager to complete during the term. These would be particular points you wanted to emphasize.
   Examples:
   - Were you more tolerant of your friends?
   - Were you consistent in your responses?
   - Did you reprimand when necessary?
   - Or did you just let it slide?
7. Continue the rotation until each student has served a term.

FEEDBACK:

1. The instructor should have a conference with each student as the term of office manager is completed. Positive comments and suggestions should be given.

2. At the end of the rotation period, the class can be asked to list the things they enjoyed about being class manager and the things they did not enjoy. Encourage them to give reasons why.

3. Ask the class to list the things that were the hardest to do and why. Analyze these results.

4. Ask students to make a list of the characteristics they would like in a co-worker.

ADDITIONAL IDEAS YOU, AS A TEACHER, MAY WISH TO DEVELOP:

1. Students can be asked to critically analyze themselves as to habits, etc., they have which might not be readily accepted by co-workers.

2. Collect case studies on 3 x 5 cards. Use for class discussion and emphasis.

3. Role playing of the case studies above can be effective.

WORK HABITS--OVERTIME

OBJECTIVES:

1. Students will see the value of advance planning by keeping a calendar by the month.
2. Students will see the monetary value of overtime.

MATERIALS NEEDED:

1. Blank calendar sheets (sample included).
2. Poster paper.
3. Payroll/Time Record (sample included)

ACTIVITY:

1. Discuss with students the reasons why employers might need overtime:
   - End of month reports
   - Absenteeism of other employees
   - Work errors
   - Emergency work
   - "Rush" jobs
   - "Rush" season
   - Others
2. Have students list these and other reasons on a poster for display.
3. Discuss the options the employer has in handling extra work loads:
   - Use regular employees in overtime situations
   - Hire additional people
   - Use salaried people at no overtime cost
   - Not meeting deadline by choice
4. Discuss the advantages of working overtime for hourly and salaried employees:
   - Monetary value to hourly personnel
   - Bonus consideration for salaried personnel
   - Consideration for promotions, raises, etc.

   Discuss the disadvantages of working overtime:
   - Loss of time for friends and family
   - Cancelled plans
   - Physical and emotional strain
   - Higher tax bracket
5. Hand out blank calendars.
6. Ask students to complete calendar with set, definite events that are important to them during the month.
7. Ask students to list the days and/or weekends they would be available for work after regular working hours--overtime.

8. Ask students to determine the total hours they could work overtime.

9. Using minimum wage, determine the monetary value of their overtime for a month. Assume they worked these hours each month, determine the yearly amount earned.

10. Assign a research paper on the Federal limitations on overtime. Students may be able to secure pamphlets for class distribution from the Department of Labor. (901 Sumter Street, Columbia, SC 29201)

FEEDBACK:

1. Review the laws regarding overtime (research paper gave good background).

2. Encourage students to consider employer's position regarding overtime.

3. Encourage students to inquire about overtime possibilities before accepting a job.

4. Emphasize the positive aspects of working overtime.

5. Allow students to express their opinions concerning working overtime.

6. Discuss the reasoning behind salaried employees not getting paid overtime.

ADDITIONAL IDEAS, YOU AS A TEACHER, MAY WISH TO DEVELOP:

1. Assignments during the lunch break or after school often point out to students the demands that can be made on their time by employers.

2. A discussion of homework as overtime could be a stimulating subject. A debate of this subject might prove interesting.

3. A chart or graph showing the money earned by working 2, 4, 6 hours overtime per week (minimum or other set wage) would illustrate the monetary value of overtime. Show the weekly, monthly and yearly increased earnings.

4. Collect case studies on 3 x 5 cards for your file.

MONTH _____

SUNDAY	MONDAY	TUESDAY	WEDN

YEAR _____

ESDAY	THURSDAY	FRIDAY	SATURDAY

PAYROLL/TIME RECORD

NO. _____ CLASS _____

NAME _____

REG. HRS. _____ RATE _____ TOTAL _____

EXTRA HRS. _____ RATE _____ TOTAL _____

F.I.C.A. _____ GROSS WAGES _____

FED. W. T. _____ INS. _____

ST. W. T. _____ HOSP. _____

CITY W. T. _____ BONDS _____

DUES _____ OTHER _____

TOTAL DED. _____

NET WAGES _____

SIGNATURE

	IN	OUT	Reg. Time Hrs.	Overtime Hrs.
MON				
TUES				
WED				
THUR				
FRI				
MON				
TUES				
WED				
THUR				
FRI				
TOTALS				

WORK HABITS--PUNCTUALITY

OBJECTIVES:

1. Students will observe the results of punctuality by completing activities which indicate whether or not they were punctual in getting to class and getting to work.
2. Students will discuss and analyze the fact that punctuality forms an important part of success.
3. Students will accept the fact that punctuality is within their power.

MATERIALS NEEDED:

1. Time clock or time card--sample included.
2. Call bell.

ACTIVITY:

1. Hand out the time cards. Explain the procedure for using the time clock (if available) or the procedure for completing the time card by hand.
2. Complete a sample time card in class so that students are comfortable with completing the time card. Be sure that a wall clock is available in the classroom.
3. Explain that students are to "sign in" when they are ready to begin the day's work and "sign out" when they have stopped work for the day. This will not necessarily be the beginning and end of the class period.
4. Explain that the student will sign out for bathroom privileges, locker privileges and anything else that is not a part of the regular classroom activity.
5. Answer any questions that might arise at this time.
6. The time card should be placed in a folder at the student's work station. It should not be available to other students.
7. Students will keep their time cards for a week.
8. At the end of the week, students will compute the actual minutes spent working in class.
9. This time spent working can be compared with the time available and "paid for."
10. Discuss with the group the merits of a time study. Was there really wasted time? Did most students spend their time working.
11. Discuss whether or not being on time had anything to do with the loss of working time. Discuss whether or not getting back to work after an interruption had anything to do with the loss of working time.
12. Ask each student to list reasons that might justify "excused" tardiness.
13. Ask each student to list reasons that might be classified as "unexcused" tardies.

FEEDBACK:

1. Comment individually on each student's time card. This is a good time to make constructive remarks about each student's particular problem.

2. Make a summary report to the class noting your observations of the time situation.

3. Week No. 2: Follow the same procedure as above, except have each student keep another student's time card.

4. Compare the results of the two weeks. Fellow students may be more critical of time.

ADDITIONAL IDEAS YOU, AS A TEACHER, MAY WISH TO DEVELOP:

1. A five-minute break, indicated by a call bell, will give the instructor and the students an opportunity to observe how quickly students return to work.

2. Timed work usually impresses on students the importance of using all class time wisely.

3. Collect a 3 x 5 card file of case problems relating to promptness. Pull these for tension breakers, Friday relaxers, etc.

TIME CARD

STUDENT _____ CLASS _____

Week Ended: _____

DAY/DATE	IN	OUT	ACTUAL HOURS
MON	:	:	
	:	:	
	:	:	
TUES	:	:	
	:	:	
	:	:	
WED	:	:	
	:	:	
	:	:	
THURS	:	:	
	:	:	
	:	:	
FRI	:	:	
	:	:	
	:	:	

TOTAL _____

WORK HABITS--SAFETY

OBJECTIVES:

1. Students will locate potentially hazardous areas of their classroom/shop and designate them with proper signs.

2. Students will appreciate the value of safe activity and conduct by participating in locating and marking such areas.

MATERIALS NEEDED: (Examples)

1. Safety signs--purchased or hand made: exit, no exit, no smoking, etc.

2. Poster paper for charts

3. Legal information regarding safety regulations

ACTIVITY:

1. Pass out brochures on the legal requirements for your area or ask a representative of OSHA to speak to your class and point out danger areas.

2. Ask students to observe the room and the working area and list as many danger areas as they can. You may want to compile these and post them.

3. Allow students to report on possible danger areas. Ask the class to agree on at least five areas. (More areas if possible).

4. Purchase or design proper warning signs. These do not have to be elaborate. Some may indicate No Books, No Sharp Tools, No Dangling Cords, Close Cabinet Doors, Unplug Machine, etc., and of course, the standard exit, no exit, etc.

   Other suggestions for signs:
   - Watch Dangling Jewelry
   - Long Hair Can Get in the Machine
   - No High Heels
   - Reach Under Not Over
   - Check Plug
   - etc., etc.

5. Post these signs in the agreed on areas.

FEEDBACK:

1. Assign a student weekly to check the areas to see that signs are intact.
2. Assign a student weekly to see that warnings are being observed.
3. Collect accident reports from the newspapers. Discuss these, looking for ways these accidents might have been avoided.
4. Demonstrations of the proper and improper ways of using machines, equipment, and other tools would be a good follow up.

ADDITIONAL IDEAS YOU, AS A TEACHER, MAY WISH TO DEVELOP:

1. A suggestion box in the classroom may indicate good ideas regarding safety and work flow.
2. Set up a first aid station. Encourage prompt action in case of any injury--no matter how minor.
3. Charts, graphs, etc., showing "NO ACCIDENTS AT THIS STATION IN___DAYS."
4. Set up deliberate danger areas and see if students will notice and call to your attention. These should be brief exercises.

OTHER RESOURCES FOR INSTRUCTION

The Economics Press Inc. (Posters)
12 Daniel Road
Fairfield, NJ 07006

J. Weston Walch, Publisher (Posters, Game Masters, Case Studies Masters)
Box 658
Portland, ME 04104

Journal of the American Vocational Association

Dress for Success for Men, John T. Molloy, $3.95, Warner books, POB 690, NY 10019. (Local bookstore will probably have this.)

Dress for Success for Women, John T. Molloy, $3.95.

Ethics in Business – 18 cartoon-illustrated posters with strongly written commentaries of the ethical standards and problems students are likely to encounter once they enter the world of work. 11 x 14, B2215-3. Price: $6.00 per set.

J. Weston Walch
POB 658
Portland, ME 04104

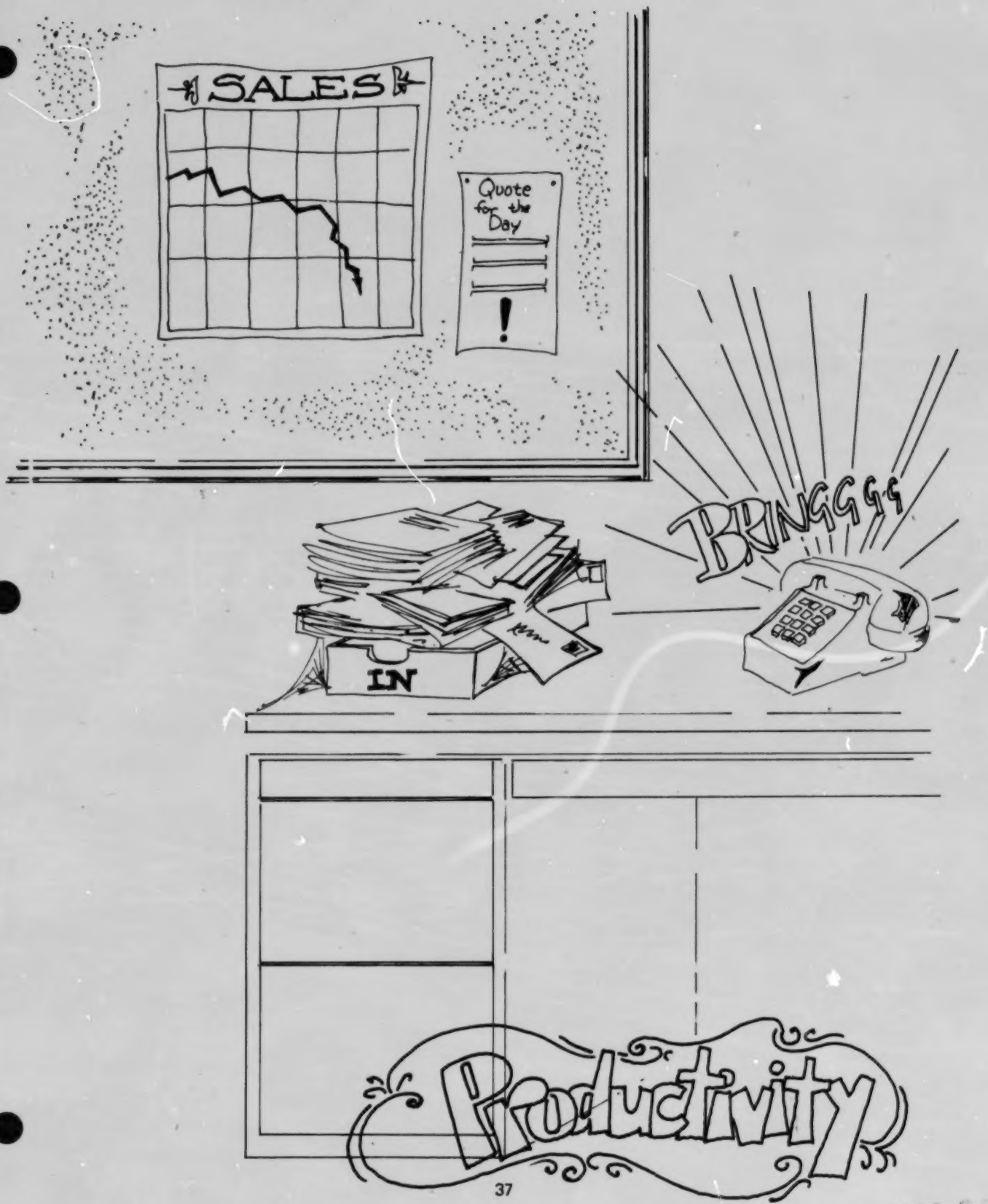
Human Relations at the Office, by Louis D. Mason and Jeri Young – 110 case studies.

Department of Labor
901 Sumter Street
Columbia, SC 29201

Monthly posters can be purchased from the Bureau of Business Practices Re: MWP 1 (3/1A)
Waterford, CT

Department of Labor: Occupational Safety and Health
901 Sumter Street
Columbia, SC 29201
765-5904

Safety Handbook and Transparencies: Vocational Education Media Center
10 Tillman Hall
Clemson University
Clemson, SC 29631


SALES
Quote for the Day
!
BRINGGGG
IN
Productivity
37

PRODUCTIVITY--GOAL SETTING

OBJECTIVES:

1. The student will be able to list reasons for producing at the highest point possible.
2. The student will understand how company and personal goals can be mutually satisfactory.

MATERIAL NEEDED:

1. Case of Carl and Jerry (included)

ACTIVITY:

1. Handout Carl and Jerry case.
2. Have one student read the case to the class.
3. Allow group or class to discuss content – be sure they understand content (Approximately 5 mins.)
4. Read the questions at the end of the case. One at a time – allow for discussion. List answers for question No. 1 on the chalkboard.

FEEDBACK:

1. During the discussion of question No. 1, the class should develop the idea that Carl's goal was great, to go to the game. His breakdown came when he lost sight of the intermediate steps or goals that needed to be accomplished before the overall goal could be.
2. Note that the effect on the company was probably light because of the one week time period. Point out that, over a longer period, short production could mean the company would take action.
3. Be sure to bring out the fact that the goals are closely tied to such things as sales staff, plant size, kind of product, and the quality of plant employees.

ADDITIONAL IDEAS YOU, AS A TEACHER, MAY WISH TO DEVELOP:

1. Develop a case with specific production quantities named according to your instructional area with matching wages, etc.

CASE

A local corporation has set a production of 700 units for each employee to earn a base salary/hourly rate. The base salary/hourly rate can be increased by producing more units than required.

Carl and Jerry have been working for the company about three years. Both workers are capable of exceeding production requirements.

The production rates and daily pay are listed as follows for one week:

	Carl			Jerry		
	Prod. Units	Base Rate	Piece Rate	Prod. Units	Base Rate	Piece Rate
Monday	850	30.80	+ 7.50	856	30.80	+ 7.80
Tuesday	700	30.80	+ 0	860	30.80	+ 8.00
Wednesday	695	30.80	+ 0	865	30.80	+ 8.25
Thursday	700	30.80	+ 0	860	30.80	+ 8.00
Friday	650	30.80	+ 0	880	30.80	+ 9.00
	3595	154.00	+ 7.50	4321	154.00	+41.05
		Total 161.50			Total 195.05	

Monday after work, Carl and Jerry decided to go to a professional football game on Sunday. Carl could think of and talk of nothing else the rest of the week. On Friday Carl and Jerry received their pay checks and paid the usual bills and set aside the next week's living expenses. Carl decides he cannot go to the game because he doesn't have enough money.

DISCUSSION QUESTIONS:

Why do you think Carl did not earn more than he did?

How did Carl's action,or lack of it, affect the company during the week?

How do you think the company arrived at a production goal in the first place?

PRODUCTIVITY--INDIVIDUAL SKILL AND JOB TASKS

OBJECTIVE:

1. At the conclusion of this session the consensus of the group should place Joan in the liaison position and Jo in the office.

MATERIAL NEEDED:

1. Case of Jo and Joan (included)

ACTIVITY:

1. Announce to the class or group that we have a situation today where a company has had little success in the area of customer satisfaction because it has been taking so long to repair items brought to them. The company has studied the problem and was able to determine:

   (a) that the quality of work was excellent

   (b) that the work of the repair staff was satisfactory

   (c) that the breakdown in time lost was between shop and office.

2. The solution arrived at by the company was to hire two people. One to work between the shop and office and the other to meet the customer and keep the records accurately.

3. Hand out the case of Jo and Joan.

FEEDBACK:

1. Point out after discussion that what seems to be most appropriate in the paper task just performed may not work out on the job.

2. Interest on the part of people plays a major role in success or failure.

CASE

Jo and Joan both want to work after school. Both students applied at several different places and both have been called to come to work at the same place at the same time. The business that has hired these people repairs electrical equipment, such as welders, generators and mechanical equipment, such as waterpumps and chain hoists.

Joan has always helped her family on weekends and on vacations in the small appliance repair business. She has grown up as sort of a "tinkerer".

Jo has never worked, but likes to meet people and has a definite gift for talking with them. She has participated on the F.F.A. (Future Farmers of America) Public Speaking team and has had some office experience at school.

DISCUSSION QUESTIONS:

If you were the employer, which person would be assigned the office responsibility?

Why do you think the other student would not do as well at the office job?

How does your decision relate to the determinations made by the company?

PRODUCTIVITY--PRODUCING A PROFIT

OBJECTIVES:

1. At the conclusion of this session, the students will demonstrate their knowledge of the relationship of production to salary.
2. To provide an experience whereby the students must judge an applicant's qualifications based on written data.
3. Given the appropriate facts, the student will select the salary that can be paid to an employee.

MATERIALS NEEDED:

1. Job description (sample included)
2. Typical Day "Data Form" (sample included)
3. Application forms completed (sample included)

ACTIVITY:

1. Hand out Job Description -- Automobile service station attendant.
2. Allow for brief 2--3 minute discussion so all members of the group are comfortable with the description. The group may want to change the description. It should be explained that this is a basic job description and may be changed by the employer.
3. Tell the students they are to think of themselves as the owner of a service station. That there are three applicants for the attendant's job. All seem to be equally qualified. The major difference is in the wages each expects.
4. Hand out company data form. Allow two to three minutes to study the information. Answer any questions asked.
5. Hand out three application forms and allow the group ten minutes to discuss the applications and data form. You may wish to break the group into two or three smaller groups for discussion. Their task is to choose one applicant for the job opening.
6. If students were subgrouped, have them reform the large group. Ask for the group's decision(s). If subgroups picked different applicants allow approximately five minutes for a total group decision, reminding them that they are the owner and must act as one.
7. Ask the group why they selected the one they did, and why they rejected the other two.
8. What can employees do that will permit an employer to pay them more?

FEEDBACK:

1. Go over each application with attention to detail, reinforcing significant areas. (Remember – there may be a seemingly best qualified applicant, but there is no right or wrong choice as long as they are the one hiring.)

2. There is sometimes more that goes into hiring a person than appearance and forms.

3. By selling more, building more, or working just a little harder, the company makes more money and the employee can earn more.

ADDITIONAL IDEAS THAT YOU, AS THE TEACHER, MAY WISH TO DEVELOP:

1. Make copies of other application forms and complete them for similar situations.

2. Change the business discussed in this unit to one that may be more familiar to you or your students.

3. Set up a situation where the employee doesn't even show up for work.

JOB DESCRIPTION

SERVICE STATION ATTENDANT

Services automobiles, buses, trucks, and other automotive vehicles with fuel, lubricants, and accessories: Fills fuel tank of vehicles with gasoline or diesel fuel to level specified by customer. Observes level of oil in crankcase and amount of water in radiator, and adds required amounts of oil and water. Adds necessary amount of water to battery, and washes windshield of vehicle. Lubricates vehicle and changes motor oil. Replaces accessories, such as oil filter, air filter, windshield-wiper blades and fan belt. Installs anti-freeze and changes spark plugs. Repairs or replaces tires. Replaces lights, and washes and waxes vehicle. Collects payment for services and supplies in cash or by completing credit card sales form. May adjust brakes. May sell batteries and automobile accessories usually found in service stations. May assist in arranging displays, taking inventories, and making daily reports.

TYPICAL DAY

DATA FORM

SALES — EMPLOYEE NO. 275

ITEM	QUANTITY/PRICE	AMOUNT
Fuel		
Gas	350 gal. 58.9	206.15
Diesel	500 gal. 42.0	210.00
Oil	4 qt. 0.65	2.60
Grease	3 qt. 2.00	6.00
Tires	0	0.00
Batteries	0	0.00
Accessories	6	12.00
	1) Total Gross	436.75

COMMISSION

ITEM	QUANTITY/PRICE	AMOUNT
Fuel		
Gas	350 0.03	10.50
Diesel	500 0.04	20.00
Oil	4 qt. 0.15	0.60
Grease	3 qt 1.75	5.25
Tires	0 50%	0.00
Batteries	0 30%	0.00
Accessories	6 65%	7.80
	2) Total Net	44.15

FIXED COSTS/DAY

Note on Building	6.87
Utilities & Maintenance	15.00
Insurance	3.00
	24.87

DATE 10 / 12 / --

EL CID OIL CO.

EMPLOYMENT APPLICATION — AN EQUAL OPPORTUNITY EMPLOYER

NOTE: THIS INFORMATION WILL NOT BE USED FOR THE PURPOSE OF DISCRIMINATION, ANY ITEM ON THIS FORM WHICH YOU FEEL TENDS TO BE DISCRIMINATORY NEED NOT BE COMPLETED. EMPLOYMENT AND ADVANCEMENT IN EL CID OIL COMPANY ARE DETERMINED BY A PERSON'S QUALIFICATIONS AND ABILITIES WITHOUT REGARD TO RACE, COLOR, AGE, RELIGION, SEX OR NATIONAL ORIGIN.

PERSONAL DATA

NAME (MR. / ~~MRS.~~ / ~~MISS.~~)	LAST	FIRST	MIDDLE	SOCIAL SECURITY NUMBER	DATE OF BIRTH (MONTH / DAY / YEAR)
	Wright	Herbert	M	271-83-6028	3 / 12 / 58

LOCAL ADDRESS (STREET)	CITY	STATE	ZIP CODE	AREA CODE-PHONE NUMBER
212 Poplar	Houston	S.C.	39288	803-308-8108
HOME ADDRESS (STREET)	**CITY**	**STATE**	**ZIP CODE**	**AREA CODE-PHONE NUMBER**
same	same			same

HEIGHT	WEIGHT	DO YOU WEAR GLASSES/ CONTACTS?	(SINGLE) MARRIED WIDOWED SEPARATED DIVORCED	WIFE'S/HUSBAND'S NAME	ARE YOU A U.S. CITIZEN
5'11"	190	( )YES (X)NO			(X)YES ( )NO

NAME OF PERSON TO NOTIFY IN CASE OF EMERGENCY	ADDRESS	PHONE	RELATIONSHIP
Betty Wright	same	same	Mother

NAMES OF RELATIVES PRESENTLY EMPLOYED BY THIS COMPANY	NAME	RELATIONSHIP	DEPARTMENT	EMPLOYEE NO.
None				

TYPE OF WORK DESIRED

LIST JOBS DESIRED	MINIMUM PAY EXPECTED	WHO REFERRED YOU TO THIS COMPANY	INDICATE SHIFTS YOU CAN WORK	DO YOU HAVE TOOLS FOR JOB MENTIONED ABOVE?
1. Mechanic 2. Attendant 3.	2.50/hr.		(X)1ST (X)2ND (X)3RD	(X)YES ( )NO

HAVE YOU PREVIOUSLY BEEN EMPLOYED BY THIS COMPANY?	IF YES, DEPARTMENT IN WHICH YOU LAST WORKED.	DATE LAST WORKED FOR THIS COMPANY.
No		

EDUCATION AND TRAINING INFORMATION

CIRCLE HIGHEST GRADE COMPLETED — ELEMENTARY	HIGH	G.E.D.	TECHNICAL/VOCATIONAL	COLLEGE	TYPE OF DEGREE
1 2 3 4 5 6 7 8	9 10 11 (12)	( )	1 (2) 3 4	1 2 3 4	

	NAME OF SCHOOL	CITY AND STATE	COURSE OF STUDY	GRADUATION DATE (MONTH / YEAR)
HIGH SCHOOL	James H.S.	Houston, S.C.	Vocational	6 / 76
TECHNICAL/VOCATIONAL APPRENTICE				MONTH / YEAR
COLLEGE				MONTH / YEAR

LIST NUMBER OF YEARS COMPLETED IN EACH OF THE FOLLOWING COURSES

GEN.MATH (2) GEN.SCIENCE (1) WELDING ( ) ELECTRICAL ( ) MACHINE ( )

METAL ( ) DRAFTING ( ) WOOD ( ) AUTO MECH. (2) ELECTRONIC ( ) OTHER ( )

LIST ANY OTHER SPECIALIZED TRAINING, CRAFTS OF SKILLS

CHECK IF YOU CAN READ AND INTERPRET: BLUEPRINTS( ) WIRING DIAGRAMS( )

MILITARY STATUS

BRANCH OF SERVICE	TOTAL PERIOD OF ACTIVE DUTY FROM TO	FINAL RANK	TYPE OF DISCHARGE ( )HONORABLE ( )GENERAL ( )OTHER
NA			

SPECIAL TRAINING OR SCHOOLS IN SERVICE	DRAFT CLASSIFICATION

LIST LAST EMPLOYMENT FIRST, INCLUDE PERIODS OF UNEMPLOYMENT

EMPLOYMENT HISTORY

IF MORE SPACE IS NEEDED, ATTACH AN ADDITIONAL SHEET

FROM MONTH	FROM YEAR	TO MONTH	TO YEAR	NAME AND ADDRESS OF COMPANY	POSITION	RATE	REASON FOR TERMINATION
				None			

SUPPLEMENTAL INFORMATION

__S__

HAVE YOU EVER BEEN ARRESTED, CHARGED, OR COURT MARTIALED FOR WHICH YOU WERE CONVICTED, TRIED, FINED, OR FORFEITED BOND.

(X) NO ( ) YES LIST BELOW

DATE	CHARGE	PLACE OF ARREST (CITY)	ACTION TAKEN

ATTACH ADDITIONAL SHEETS IF MORE SPACE IS NEEDED

I HAVE GIVEN TRUE, ACCURATE, AND COMPLETE INFORMATION ON THIS APPLICATION TO THE BEST OF MY KNOWLEDGE AND WITH THE KNOWLEDGE THAT IT WILL BE RELIED UPON IN CONSIDERING MY APPLICATION FOR EMPLOYMENT. I FURTHER UNDERSTAND THAT IN THE EVENT OF MY EMPLOYMENT, I WILL BE REQUIRED TO FURNISH A COPY OF MY BIRTH CERTIFICATE, SOCIAL SECURITY CARD, MILITARY SEPARATION PAPERS (IF ANY), TO PASS A COMPANY RENDERED PHYSICAL EXAMINATION AND TO SIGN AN EMPLOYEE PATENT AND CONFIDENTIAL INFORMATION AGREEMENT. IT IS UNDERSTOOD THAT I HEREBY RELEASE THE COMPANY FROM ANY AND ALL LIABILITY FOR NON-EMPLOYMENT DUE TO MY INABILITY TO COMPLY WITH THE HEREBY STATED REQUIREMENTS; I FURTHER AGREE THAT THE COMPANY SHALL HAVE THE RIGHT, IF AND WHEN MY EMPLOYMENT IS TERMINATED, TO FURNISH OTHERS INFORMATION IN THIS APPLICATION OR REGARDING MY WORK RECORD. I AUTHORIZE ALL LAW ENFORCEMENT, CREDIT, AND ALL EDUCATIONAL INSITITUTIONS AND EMPLOYERS WITH WHICH I HAVE BEEN ASSOCIATED TO FURNISH THE COMPANY A COMPLETE HISTORY OF MY RECORD INCLUDING (BUT NOT LIMITED TO) MY CHARACTED, HABITS, ABILITY, AND CAUSE OF SEPARATION AND RELEASE EACH AND THE COMPANY FROM LIABILITY FOR DAMAGES TO ME BY REASON OF COMPLIANCE WITH YOUR REQUEST WHETHER SUCH IS DUE TO NEGLIGENCE OR ERROR OR ANY OTHER CAUSE, I AGREE TO SUBMIT TO BEING FINGER PRINTED AND TO THE SUBMISSION OF SUCH FINGERPRINTS TO ANY LAW ENFORCEMENT AGENCY.

Hubert Wright

APPLICANT'S SIGNATURE

NICKNAMES OR ALIAS - MAIDEN NAME IF MARRIED WOMAN

DATE 11 / 4 / --

EL CID OIL CO.

EMPLOYMENT APPLICATION — AN EQUAL OPPORTUNITY EMPLOYER

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PERSONAL DATA

NAME (MR. / MRS. / (MISS))	LAST	FIRST	MIDDLE	SOCIAL SECURITY NUMBER	DATE OF BIRTH (MONTH / DAY / YEAR)
	Stroud	Leslie	N.	151-53-7280	6 / 22 / 59

	STREET	CITY	STATE	ZIP CODE	AREA CODE-PHONE NUMBER
LOCAL ADDRESS	891 Lakeside Drive	Newark	S.C.	35322	803-409-2712
HOME ADDRESS	same	same			same

HEIGHT	WEIGHT	DO YOU WEAR GLASSES/ CONTACTS?	(SINGLE) MARRIED WIDOWED SEPARATED DIVORCED	WIFE'S/HUSBAND'S NAME	ARE YOU A U.S. CITIZEN
5'5"	115	( )YES (X)NO	(SINGLE) MARRIED WIDOWED SEPARATED DIVORCED		(X)YES ( )NO

NAME OF PERSON TO NOTIFY IN CASE OF EMERGENCY	ADDRESS	PHONE	RELATIONSHIP
Rebecca Stroud	891 Lakeside Drive	803-409-2712	Mother

NAMES OF RELATIVES PRESENTLY EMPLOYED BY THIS COMPANY	NAME	RELATIONSHIP	DEPARTMENT	EMPLOYEE NO.
None				

TYPE OF WORK DESIRED

LIST JOBS DESIRED	1.	2.	3.
	Attendant		

MINIMUM PAY EXPECTED	WHO REFERRED YOU TO THIS COMPANY	INDICATE SHIFTS YOU CAN WORK	DO YOU HAVE TOOLS FOR JOB MENTIONED ABOVE?
$4.00/hr.		(X)1ST ( )2ND ( )3RD	(X)YES ( )NO

HAVE YOU PREVIOUSLY BEEN EMPLOYED BY THIS COMPANY?	IF YES, DEPARTMENT IN WHICH YOU LAST WORKED.	DATE LAST WORKED FOR THIS COMPANY.
No		

EDUCATION AND TRAINING INFORMATION

CIRCLE HIGHEST GRADE COMPLETED	ELEMENTARY	HIGH	G.E.D.	TECHNICAL/VOCATIONAL	COLLEGE	TYPE OF DEGREE
	1 2 3 4 5 6 7 8	9 10 11 (12)	( )	1 (2) 3 4	1 2 3 4	

	NAME OF SCHOOL	CITY AND STATE	COURSE OF STUDY	GRADUATION DATE (MONTH / YEAR)
HIGH SCHOOL	Newark High	Newark, S.C.	Machine Shop	6 / 77
TECHNICAL/VOCATIONAL APPRENTICE				MONTH / YEAR
COLLEGE				MONTH / YEAR

LIST NUMBER OF YEARS COMPLETED IN EACH OF THE FOLLOWING COURSES

GEN.MATH (2) GEN.SCIENCE ( ) WELDING ( ) ELECTRICAL ( ) MACHINE (2)

METAL ( ) DRAFTING ( ) WOOD ( ) AUTO MECH. ( ) ELECTRONIC ( ) OTHER ( )

LIST ANY OTHER SPECIALIZED TRAINING, CRAFTS OF SKILLS

CHECK IF YOU CAN READ AND INTERPRET:

BLUEPRINTS(X) WIRING DIAGRAMS( )

MILITARY STATUS

BRANCH OF SERVICE	TOTAL PERIOD OF ACTIVE DUTY FROM TO	FINAL RANK	TYPE OF DISCHARGE ( )HONORABLE ( )GENERAL ( )OTHER
N/A			

SPECIAL TRAINING OR SCHOOLS IN SERVICE

DRAFT CLASSIFICATION

LIST LAST EMPLOYMENT FIRST, INCLUDE PERIODS OF UNEMPLOYMENT

EMPLOYMENT HISTORY

IF MORE SPACE IS NEEDED, ATTACH AN ADDITIONAL SHEET

FROM MONTH	FROM YEAR	TO MONTH	TO YEAR	NAME AND ADDRESS OF COMPANY	POSITION	RATE	REASON FOR TERMINATION
8	77	Present		Blue/White Grocery Store, Newark	Clerk/Cashier	2.95	More money

SUPPLEMENTAL INFORMATION

59

HAVE YOU EVER BEEN ARRESTED, CHARGED, OR COURT MARTIALED FOR WHICH YOU WERE CONVICTED, TRIED, FINED, OR FORFEITED BOND.

(X) NO ( ) YES LIST BELOW

DATE	CHARGE	PLACE OF ARREST (CITY)	ACTION TAKEN

ATTACH ADDITIONAL SHEETS IF MORE SPACE IS NEEDED

I HAVE GIVEN TRUE, ACCURATE, AND COMPLETE INFORMATION ON THIS APPLICATION TO THE BEST OF MY KNOWLEDGE AND WITH THE KNOWLEDGE THAT IT WILL BE RELIED UPON IN CONSIDERING MY APPLICATION FOR EMPLOYMENT. I FURTHER UNDERSTAND THAT IN THE EVENT OF MY EMPLOYMENT, I WILL BE REQUIRED TO FURNISH A COPY OF MY BIRTH CERTIFICATE, SOCIAL SECURITY CARD, MILITARY SEPARATION PAPERS (IF ANY), TO PASS A COMPANY RENDERED PHYSICAL EXAMINATION AND TO SIGN AN EMPLOYEE PATENT AND CONFIDENTIAL INFORMATION AGREEMENT. IT IS UNDERSTOOD THAT I HEREBY RELEASE THE COMPANY FROM ANY AND ALL LIABILITY FOR NON-EMPLOYMENT DUE TO MY INABILITY TO COMPLY WITH THE HEREBY STATED REQUIREMENTS; I FURTHER AGREE THAT THE COMPANY SHALL HAVE THE RIGHT, IF AND WHEN MY EMPLOYMENT IS TERMINATED, TO FURNISH OTHERS INFORMATION IN THIS APPLICATION OR REGARDING MY WORK RECORD. I AUTHORIZE ALL LAW ENFORCEMENT, CREDIT, AND ALL EDUCATIONAL INSITITUTIONS AND EMPLOYERS WITH WHICH I HAVE BEEN ASSOCIATED TO FURNISH THE COMPANY A COMPLETE HISTORY OF MY RECORD INCLUDING (BUT NOT LIMITED TO) MY CHARACTED, HABITS, ABILITY, AND CAUSE OF SEPARATION AND RELEASE EACH AND THE COMPANY FROM LIABILITY FOR DAMAGES TO ME BY REASON OF COMPLIANCE WITH YOUR REQUEST WHETHER SUCH BE DUE TO NEGLIGENCE OR ERROR OR ANY OTHER CAUSE, I AGREE TO SUBMIT TO BEING FINGER PRINTED AND TO THE SUBMISSION OF SUCH FINGERPRINTS TO ANY LAW ENFORCEMENT AGENCY.

Leslie N. Stroud

NICKNAMES OR ALIAS - MAIDEN NAME IF MARRIED WOMAN

APPLICANT'S SIGNATURE

DATE 9 / 14 / --

EL CID OIL CO.

EMPLOYMENT APPLICATION — AN EQUAL OPPORTUNITY EMPLOYER

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PERSONAL DATA

NAME (MR. / MRS. / (MISS))	LAST	FIRST	MIDDLE	SOCIAL SECURITY NUMBER	DATE OF BIRTH (MONTH / DAY / YEAR)
(MISS)	Jones	Ann	M.	171-38-8026	4 / 1 / 59

	STREET	CITY	STATE	ZIP CODE	AREA CODE-PHONE NUMBER
LOCAL ADDRESS	7720 Harbor Road	Vermillion	S.C.	39384	803 - 839 - 6247
HOME ADDRESS	7720 Harbor Road	Vermillion	S.C.	39384	803 - 839 - 6247

HEIGHT	WEIGHT	DO YOU WEAR GLASSES/ CONTACTS?	(SINGLE) MARRIED WIDOWED SEPARATED DIVORCED	WIFE'S/HUSBAND'S NAME	ARE YOU A U.S. CITIZEN
5'6"	120	( )YES (X)NO	(SINGLE) MARRIED WIDOWED SEPARATED DIVORCED		(X)YES ( )NO

NAME OF PERSON TO NOTIFY IN CASE OF EMERGENCY	ADDRESS	PHONE	RELATIONSHIP
Martha Jones	same	same	Mother

NAMES OF RELATIVES PRESENTLY EMPLOYED BY THIS COMPANY	NAME	RELATIONSHIP	DEPARTMENT	EMPLOYEE NO.
None				

9

TYPE OF WORK DESIRED

LIST JOBS DESIRED	MINIMUM PAY EXPECTED	WHO REFERRED YOU TO THIS COMPANY	INDICATE SHIFTS YOU CAN WORK	DO YOU HAVE TOOLS FOR JOB MENTIONED ABOVE?
1. Attendant 2. 3.	3.00/hr.		(X)1ST (X)2ND ( )3RD	(X)YES ( )NO

HAVE YOU PREVIOUSLY BEEN EMPLOYED BY THIS COMPANY?	IF YES, DEPARTMENT IN WHICH YOU LAST WORKED.	DATE LAST WORKED FOR THIS COMPANY.
No		

EDUCATION AND TRAINING INFORMATION

CIRCLE HIGHEST GRADE COMPLETED	ELEMENTARY 1 2 3 4 5 6 7 8	HIGH 9 10 11 (12)	G.E.D. ( )	TECHNICAL/VOCATIONAL 1 (2) 3 4	COLLEGE 1 2 3 4	TYPE OF DEGREE

	NAME OF SCHOOL	CITY AND STATE	COURSE OF STUDY	GRADUATION DATE (MONTH / YEAR)
HIGH SCHOOL	Vermillion	Vermillion, S.C.	Business & Sales	6 / 77
TECHNICAL/VOCATIONAL APPRENTICE				MONTH / YEAR
COLLEGE				MONTH / YEAR

LIST NUMBER OF YEARS COMPLETED IN EACH OF THE FOLLOWING COURSES

GEN.MATH (4) GEN.SCIENCE (2) WELDING ( ) ELECTRICAL ( ) MACHINE ( )

METAL ( ) DRAFTING ( ) WOOD ( ) AUTO MECH. ( ) ELECTRONIC ( ) OTHER ( )

LIST ANY OTHER SPECIALIZED TRAINING, CRAFTS OF SKILLS

CHECK IF YOU CAN READ AND INTERPRET:

BLUEPRINTS( ) WIRING DIAGRAMS( )

MILITARY STATUS

BRANCH OF SERVICE	TOTAL PERIOD OF ACTIVE DUTY FROM TO	FINAL RANK	TYPE OF DISCHARGE ( )HONORABLE ( )GENERAL ( )OTHER
N.A.			

SPECIAL TRAINING OR SCHOOLS IN SERVICE

DRAFT CLASSIFICATION

LIST LAST EMPLOYMENT FIRST, INCLUDE PERIODS OF UNEMPLOYMENT

EMPLOYMENT HISTORY

IF MORE SPACE IS NEEDED, ATTACH AN ADDITIONAL SHEET

FROM MONTH	FROM YEAR	TO MONTH	TO YEAR	NAME AND ADDRESS OF COMPANY	POSITION	RATE	REASON FOR TERMINATION
11	76	Present		Davis Hardware	sales	$2.75/hr.	get outside — more money

SUPPLEMENTAL INFORMATION

23

HAVE YOU EVER BEEN ARRESTED, CHARGED, OR COURT MARTIALED FOR WHICH YOU WERE CONVICTED, TRIED, FINED, OR FORFEITED BOND.

(X) NO ( ) YES LIST BELOW

DATE	CHARGE	PLACE OF ARREST (CITY)	ACTION TAKEN

ATTACH ADDITIONAL SHEETS IF MORE SPACE IS NEEDED

I HAVE GIVEN TRUE, ACCURATE, AND COMPLETE INFORMATION ON THIS APPLICATION TO THE BEST OF MY KNOWLEDGE AND WITH THE KNOWLEDGE THAT IT WILL BE RELIED UPON IN CONSIDERING MY APPLICATION FOR EMPLOYMENT. I FURTHER UNDERSTAND THAT IN THE EVENT OF MY EMPLOYMENT, I WILL BE REQUIRED TO FURNISH A COPY OF MY BIRTH CERTIFICATE, SOCIAL SECURITY CARD, MILITARY SEPARATION PAPERS (IF ANY), TO PASS A COMPANY RENDERED PHYSICAL EXAMINATION AND TO SIGN AN EMPLOYEE PATENT AND CONFIDENTIAL INFORMATION AGREEMENT. IT IS UNDERSTOOD THAT I HEREBY RELEASE THE COMPANY FROM ANY AND ALL LIABILITY FOR NON-EMPLOYMENT DUE TO MY INABILITY TO COMPLY WITH THE HEREBY STATED REQUIREMENTS; I FURTHER AGREE THAT THE COMPANY SHALL HAVE THE RIGHT, IF AND WHEN MY EMPLOYMENT IS TERMINATED, TO FURNISH OTHERS INFORMATION IN THIS APPLICATION OR REGARDING MY WORK RECORD. I AUTHORIZE ALL LAW ENFORCEMENT, CREDIT, AND ALL EDUCATIONAL INSITITUTIONS AND EMPLOYERS WITH WHICH I HAVE BEEN ASSOCIATED TO FURNISH THE COMPANY A COMPLETE HISTORY OF MY RECORD INCLUDING (BUT NOT LIMITED TO) MY CHARACTED, HABITS, ABILITY, AND CAUSE OF SEPARATION AND RELEASE EACH AND THE COMPANY FROM LIABILITY FOR DAMAGES TO ME BY REASON OF COMPLIANCE WITH YOUR REQUEST WHETHER SUCH BE DUE TO NEGLIGENCE OR ERROR OR ANY OTHER CAUSE, I AGREE TO SUBMIT TO BEING FINGER PRINTED AND TO THE SUBMISSION OF SUCH FINGERPRINTS TO ANY LAW ENFORCEMENT AGENCY.

Ann M. Jones

NICKNAMES OR ALIAS - MAIDEN NAME IF MARRIED WOMAN

APPLICANT'S SIGNATURE

PRODUCTIVITY--QUALITY PRODUCTION

OBJECTIVE:

To convey to the students the concept that, whatever product they work on, the type of job they do is their personal signature.

MATERIAL NEEDED:

Case Studies (included)

GROUP ACTIVITY:

1. "Today we have a situation (or several situations) that we want to talk about."
2. Give one student the copy of the case(s). (You may choose to use one or several cases over a period of time.)
3. Have the student read the case, asking the question posed at the end. Allow the group adequate time for discussion of personal views and point out they will need to come to a concensus opinion.
4. Take up the next case(s).

FEEDBACK:

1. Feedback should follow each case.
2. Be sure to keep students on the subject of productivity.

CASES

1. You work in a store and receive discounts on items purchased by you for your use. A friend asks you to purchase a watch at the discount and let him/her pay you back at the lower price.

DISCUSSION QUESTIONS:

What would you do?

How would your decision affect the salary you earn?

2. You work on a production line in a factory and for the past several weeks your car has given you trouble at least one day out of the week. Your job is piece work at the head of the production line and your being late has come to the attention of your supervisor. The supervisor's alternatives are:

   (a) fire you and hire someone else

   (b) talk to you to determine why you're late

   (c) explain to you why the company cannot tolerate tardiness

   (d) put you on report

   (e) dock your base pay

DISCUSSION QUESTICNS:

Which alternative do you think will be chosen?

If you were a supervisor what would you do?

3. Charles is a friendly guy, almost everyone likes him. He likes to stop and talk just to pass the time. Whenever you go someplace Charles is always there. He doesn't participate in sports because it would require that he be at practice each day.

   Ruth is a popular girl. She dates nearly every Friday and sometimes on Saturday. She works Saturdays and two evenings a week as an electrician's helper. She participates in track and field events at school.

DISCUSSION QUESTIONS:

If you were to choose one of the people described above to replace another worker, which would you hire?

Justify not hiring the other.

4. You are employed in a factory that pays a base salary for producing 500 pieces per day. For each piece over 500 you produce, you earn an additional eighteen cents each. You are able to produce on a regular basis approximately 580 pieces per day. The union calls a strike in your factory asking for higher wages.

DISCUSSION QUESTIONS:

How can the company pay higher wages?

What could the union do that would help everyone – not just union members?

OTHER RESOURCES FOR INSTRUCTION:

Marilyn Van Derbur, Motivational Institute, Inc.
718 17th Street, Suite No. 800
Denver, Colorado 80202
8 film mini-course on motivational concepts

Nightingale-Conant Corporation
3730 West Devon Avenue
Chicago, Illinois 60659
(312) 478-0050
Motivational Tapes

Counseling Films, Inc.
P.O. Box 1047
Madison, Wisconsin 53701
Concept teaching films

Cassettes Unlimited
Roanoke, Texas 76262
(817) 430-1084
Tape programs No. 1908, No. 1910, No. 1919
1908 Measuring Employee Performance
1910 Fitting the Employee to the Job
1919 Job Appreciation

Miller, Delbert C. and William H. Form, *Industrial Sociology,* Harper and Rowe 1964.

57

Personal Responsibilities

PERSONAL RESPONSIBILITIES--ATTITUDES

OBJECTIVE:

The student will be aware of the ways a positive attitude and negative attitude affect job success.

MATERIALS NEEDED:

1. Survey of Attitudes (included)
2. Case of Tim and Carl (included)
3. Transparency

ACTIVITIES:

1. Hand out survey; ask each student to respond to it. (no names)
2. Collect survey.
3. Hand out case of Tim and Carl. Discuss who should receive the promotion. At the conclusion of this discussion, the consensus of the group should give Tim the promotion.
4. Redistribute surveys to fellow students. Have them review the survey for five minutes.
5. Then, as a class, discuss each statement, classify it as positive or negative, and rank the ten items. Try to reach a group consensus. (Transparency can be made using the "Survey" sheet on page 77 for this tally.)

SURVEY

Directions: Read each of the following statements. Decide if the statement projects a positive or negative worker attitude. Indicate a positive attitude by placing a plus sign (+) beside the sentence; a negative sign (-) indicates a poor attitude. Finally, rank each attitude 1–10. Number one indicates the best worker attitude; a ten represents the worst attitude in your opinion.

STATEMENT	POSITIVE OR NEGATIVE	RANKING
1. "Why should I work overtime; nobody else does?"	_____	_____
2. "I'll be looking for a good job when my unemployment compensation runs out."	_____	_____
3. "My job success depends on how often I say 'yes sir, you're right!' "	_____	_____
4. "I'll skip the break today; the boss needs this by noon, and I'm afraid to upset her!"	_____	_____
5. "I believe in myself and plan to be the office manager in two years!"	_____	_____
6. "John gets all the breaks, now he's been promoted to supervisor. I deserve it more."	_____	_____
7. I'll show you how to do this task if you'd like to try it."	_____	_____
8. "If I don't get a 7% increase, I'll quit!"	_____	_____
9. "Why doesn't the management implement a suggestion box?"	_____	_____
10. "Why should I conserve energy on the job? It's not my money."	_____	_____

CASE OF TIM AND CARL

Tim and Carl have worked at Eldorado Manufacturing for fifteen years in the production department. They are both being considered for the chief supervisor position. They possess similar skills and experience. Tim and Carl both want to be appointed to this higher position.

Tim is never absent or late. He likes his job and fellow workers. He feels that he owes his company more than a robot.

Carl is somewhat different. He feels Eldorado gives sick days to its workers, so they should be used. His production performance is comparable to Tim's.

Who would you promote?

PERSONAL RESPONSIBILITIES--THE EMPLOYEE-EMPLOYER TEAM

(Session 1)

OBJECTIVE:

The student will be able to understand the terminology used in business to describe employer/employee relationships.

MATERIALS NEEDED:

Word list (No. 1) (included)

ACTIVITIES:

1. Form small groups of 3 to 5 students.
2. Provide each group with a list of words to be defined. They may write their definitions, but it is not necessary.
3. Explain that words sometimes mean different things to different people, especially in different circumstances. Each group is to define the words on their list. Allow 10–12 minutes for working out definitions.
4. Bring the groups together and let one member from each group give his/her definitions. Allow members from other groups to question definitions.
5. Be sure to point out similarities in definitions. (The students will take care of variances.)

FEEDBACK:

1. Be sure to allow sufficient time to develop a group process when arriving at definitions.
2. Be sensitive to feelings attached to one definition or another.
3. Try to arrive at a definition the entire group agrees with before proceeding to the next word.

WORD LIST (NUMBER 1)

A

responsibility
efficiency
initiative
maturity
respect
attitude
concern

B

supervisor
employee
impression
cooperation
compensation
loyalty
habit

C

enterprise
employer
pension
retire
capital
wages
assistance

D

contract
product
ambition
productivity
services
morale
role
support

PERSONAL RESPONSIBILITIES – THE EMPLOYEE-EMPLOYER TEAM

(Session 2a)

OBJECTIVE:

The student will be able to discuss the mutually dependent relationship of the employee-employer team.

MATERIAL NEEDED:

1. Word list (No. 2a) (included)

ACTIVITIES:

1. Form the class into four groups of approximately equal size.
2. Give Groups word list No. 2a.
3. Each group then presents their viewpoint on how each item relates to their role as employee or employer. Groups A and C should present the employer's viewpoint; Groups B and D should present the employee's viewpoint.
4. Allow 10 minutes for Groups A and C and Groups B and D to share ideas.
5. Call the groups together and have one member of each group present their views.

FEEDBACK:

1. If time permits, have groups reverse their roles.

WORD LIST (NUMBER 2a)

leadership
producers
saleable product

PERSONAL RESPONSIBILITIES – THE EMPLOYEE-EMPLOYER TEAM

(Session 2b)

OBJECTIVE:

The student will be able to understand the relationship of the employee/employer team.

MATERIAL NEEDED:

Word list (No. 2b) (included)

ACTIVITIES:

1. Form the class into four groups of approximately equal size.
2. Give each group a copy of the word list for that group.
3. Each group then presents their viewpoint on how each word relates to their role. Groups A and C should present the employer's point of view; Groups B and D should present the employee's point of view.
4. Allow 15 minutes for Groups A and C and B and D to share ideas.
5. Call the groups together and have one member of each group present their views.

FEEDBACK:

1. If time permits, ask the class what would have happened if the roles were reversed.

WORD LIST (Number 2b)

A
consumers
rent
taxes
wages
raw materials
profit earning

B
employment
compensation
working conditions
attitude
plans
goals
objectives

C
consumers
rent
taxes
wages
raw materials
profit earning

D
employment
compensation
working condition
attitude
plans
goals
objectives

A B
C D
societal demands
salary
personal satisfaction
employer-employee objectives
partners for profit
teamwork
cooperation

Group A receives list A and A B C D
Group B receives list B and A B C D
Group C receives list C and A B C D
Group D receives list D and A B C D

PERSONAL RESPONSIBILITIES--HONESTY IS THE BEST POLICY

OBJECTIVE:

The student will be aware of the importance of employee honesty and the consequences of stealing and cheating.

MATERIALS NEEDED:

"What would you do?" situations (included)

ACTIVITIES:

1. Today we have a situation (or several situations) we want to discuss.
2. Give one student the copy of the situation(s). (You may choose to use one or several situations over a period of time.)
3. Have the student read one situation. Allow the class or group adequate time to discuss their personal views.

FEEDBACK:

1. You may approach these situations from any one of several perspectives (i.e., as an employee/employer, or economic/legal.)
2. As an instructor, you will have very definite personal biases. Try to allow the class to arrive at their own conclusions. If they seem to be off the subject, make use of their opinions in a later class.

WHAT WOULD YOU DO?

1. if you found a ten (10) dollar bill on the floor where you work...
2. if you saw a fellow employee taking something from the company...
3. if you and another employee were given an assignment and he/she refused to cooperate or do his/her part of the work...
4. if your supervisor was away from the job and your fellow workers wanted you to leave early with them...
5. if you know that an employee was cheating on his/her time card...
6. if you felt that you were being taken advantage of by your supervisor...
7. if you observed other employees wasting materials or supplies...
8. if you were cleaning up and observed usable materials that had been placed in trash containers.
9. if you saw a person shoplifting...
   a. where you were working...
   b. in a store where you were purchasing something...
10. if you knew a fellow worker used sick days for personal activities...

PERSONAL RESPONSIBILITIES – A VIEW OF THE REAL WORLD (A SURVEY)

(Session 1)

OBJECTIVE:

The student will be able to list the basic requirements of a business in operation.

MATERIALS NEEDED:

1. Business Survey Form (if survey is permitted by local companies) (included)

ACTIVITY:

1. Divide the students into groups of four.
2. Handout survey form and discuss terminology.
3. Let each group choose one company to survey. (Do not repeat companies)
4. Arrange survey schedule.
5. Discuss information received from each company.
6. Start a file. "Local Business Information" and update or expand it annually.
7. Discuss and list basic qualifications required by business regarding education, attitudes, and experience.

BUSINESS SURVEY

Name of Company _____

Address _____

Type of Business _____

Owner's Name _____

Telephone No. _____

Type of Business _____

Working Hours _____

Number of Employees _____

Number of Years of Operation _____

Employment Procedures

What tests and requirements are used when hiring employees?

_____

_____

What forms are used when hiring employees?

_____

_____

Who hires employees?

_____

_____

What types of interviews are used?

_____

_____

What training programs are available?

_____

_____

BUSINESS SURVEY

(Continued)

What types of promotions and raises are given?

_____

_____

What is the beginning salary for a typical worker?

_____

_____

What benefits do the workers receive?

_____

_____

What types of products and/or services does your company produce or render?

_____

_____

Are workers unionized?

_____

_____

PERSONAL RESPONSIBILITIES – A VIEW OF THE REAL WORLD (SPEAKER AND TOUR)

(Session 2)

OBJECTIVE:

The student will be able to list the basic requirements of a business operation.

MATERIALS NEEDED:

1. Contact business for speakers and arrange for tour.
2. Business Survey Form. (from Session 1)

ACTIVITY:

1. Contact any business or industry and set up a field trip. Have the business follow an outline such as:
   - I. ATTITUDES (desired by company)
   - II. GENERAL BUSINESS (operation)
   - III. CAREER (paths of company)
   - IV. TOUR (optional)
   - V. APPLYING FOR A JOB
   - VI. GETTING A JOB
2. During the tour and/or discussion, students should complete Business Survey Form.

FEEDBACK:

1. Discussion of business and its job demands.
2. Discussion of attitudes needed to succeed in business.

PERSONAL RESPONSIBILITIES – EFFICIENCY

OBJECTIVE:

The student will be able to demonstrate how one's responsibility to do a job affects the efficiency of the entire company.

MATERIALS NEEDED:

One case study – Jack Jones or Maria Valdez (The cases are identical; only the names are different.)(included)

GROUP ACTIVITY:

1. Immediately lead into the task for the session (i.e., "Today our personnel committee has had another situation brought to our attention.")
2. Hand out the case and ask for a volunteer to read it aloud.
3. Allow 15 minutes for the group to discuss and arrive at a decision. The alternatives given may be used in any combination. The group may develop its own course of action.
4. At the end of the allotted time ask for the group's decision; (i.e., "Would someone volunteer to give the decision"?)

FEEDBACK:

1. Explain how poor attitude (bragging, gossiping, etc.) can be costly to the total operation of a company.
2. Although being a competent worker is a most important factor, there are other factors involved in any work situation; i.e., cooperation, attendance.
3. Jack Jones and Maria Valdez might have been placed on the wrong type of job. Not everyone is suited for assembly line work.
4. A supervisor is responsible for effecting a harmonious, productive working atmosphere as opposed to letting employees work out their own disagreements.
5. Age should have little importance in employee placement within a company.

FEEDBACK:

Discuss the responsibility one worker has to another worker in:

A. Getting work done

B. Assisting each other

C. Making work easier

D. By working together it is possible to accomplish more than by working alone.

*You should not mention the word "attitude" before group discusses the case.

CASE

JACK JONES

The production supervisor has called in the supervisor of the assembly line. The production supervisor points out that production in the assembly department is down for the second month in a row. The supervisor wants to know what the problem is. The report states:

> "We hired a young fellow, Jones, on the assembly line about three months ago. He works real fast, so fast in fact, that the men have trouble keeping up. A couple of times Jones has griped about the slowness of the other men. The men, however, come to me complaining that Jones is just a showoff who enjoys coming in and upsetting the rest of the crew. When I hired Jones, I thought he might stimulate the men to put out more work, but he does have a tendency to brag. And, it seems like the opposite has happened."

TASK:

Knowing what the problem is, agree or disagree with the following possible solutions.

Promote Jones to assistant because of his efficiency.

Persuade Jones to slow down his work so that he will be better liked and get along with the other men.

Talk individually to the older workers, explaining that they must increase their production.

Call Jones in and discuss with him the importance of cooperation with co-workers.

Ignore the situation and let the men on the line handle Jack their own way.

Consider Jones for another position.

Fire Jones for disrupting the line and cutting production.

Commend Jones for his efficiency and increase the production quota for the rest of the men on the line.

Jack Jones should reconsider his attitude and change his attitude toward his fellow workers.

CASE

MARIA VALDEZ

The production supervisor has called in the supervisor of the assembly line. The production supervisor points out that production in the assembly department is down for the second month in a row. The supervisor wants to know what the problem is. A report states:

> "We hired a young lady, Maria Valdez, on the assembly line about 3 months ago. She works real fast, so fast in fact, that the women have trouble keeping up with her. A couple of times Miss Valdez has griped about the slowness of the other women. The women, however, come to me complaining that Maria is just a showoff who enjoys coming in and upsetting the rest of the crew. When I hired her I thought she might stimulate the women to put out more work, but she does have a tendency to brag. And, it seems like the opposite has happened."

TASK:

Knowing what the problem is, agree or disagree with the following possible solutions.

Promote Maria to assistant because of her efficiency.

Persuade Maria to slow down her work so that she will be better liked and get along with the other women.

Talk individually to the older workers, explaining that they must increase their production.

Call Maria in and discuss with her the importance of cooperation with co—workers.

Ignore the situation and let the women on the line handle Maria their own way.

Consider Maria for another position.

Fire Maria for disrupting the line and cutting production quota for the rest of the women on the line.

Maria Valdez should reconsider her attitude and change her attitude toward her fellow workers.

PERSONAL RESPONSIBILITIES – GROUP EFFICIENCY

OBJECTIVE:

The student will be able to determine that the efficiency of one worker often depends on the efficiency of another worker.

MATERIALS NEEDED:

1. Wood blocks (or cardboard)
2. ½" dowel rods
3. Adding machine tape (2¼")
4. Nails (or tacks)
5. Handsaw (or scissors)
6. Drill (or hole punch)
7. Isometric and orthographic drawings (4). Included)

ACTIVITY:

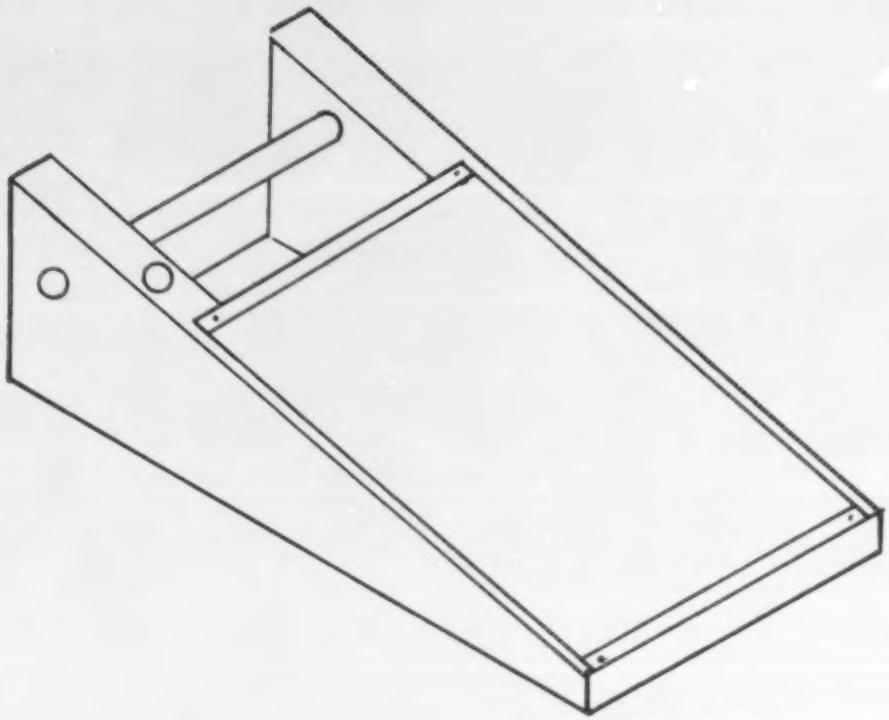
1. Divide class into groups of four. Each group will make a pencil holder.
2. Divide responsibilities, i.e. –
   one group buys wood or obtains cardboard
   one group cuts shapes
   one group cuts dowel rods
   one group locates adding machine tape
   one group nails strips
   one group glues pieces together, etc.
3. Study isometric and orthographic drawings.
4. Set time limit for completion.
5. Make the pencil holders. (This activity should illustrate the interdependency of workers.)
6. Examine finished pencil holders and determine who will receive them.
7. Discuss the completed project. How did each group effort contribute to the final assembly?

FEEDBACK:

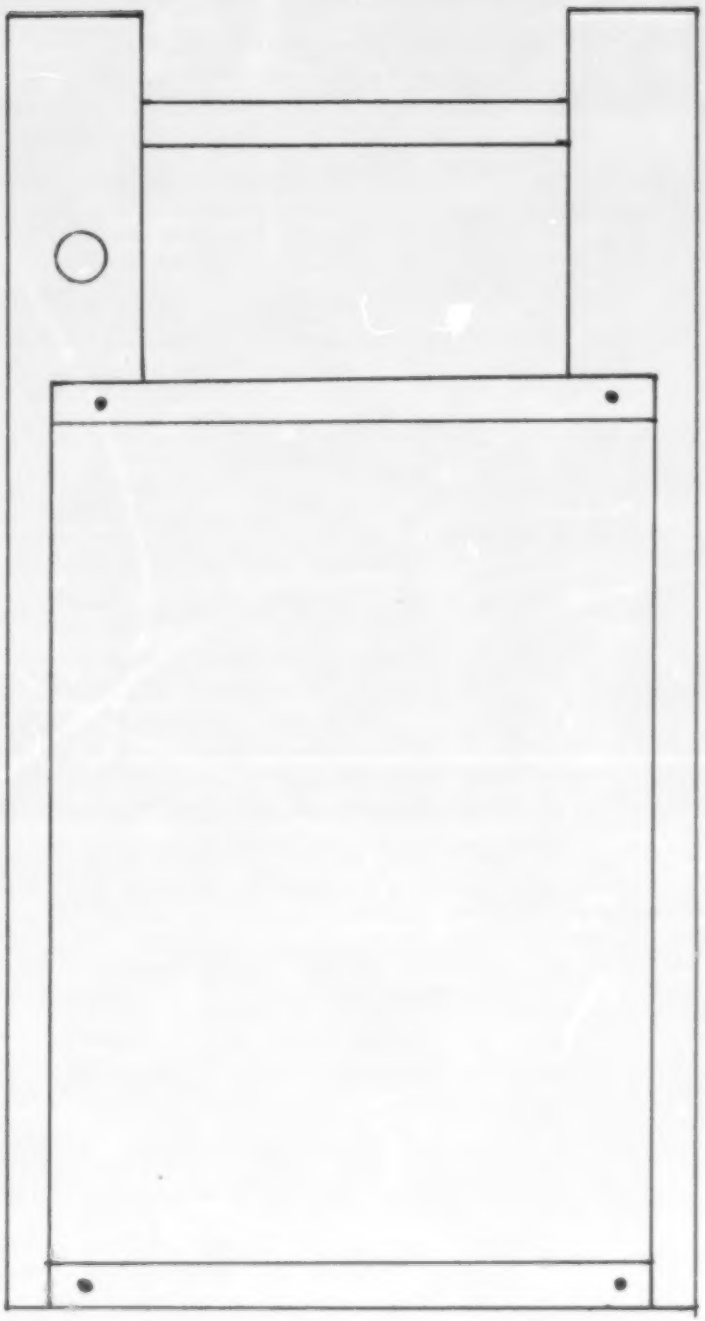
1. Discuss and/or demonstrate how important it is for each person to do his/her part correctly as it has an effect on the entire operation.
2. Discuss how important it is in some jobs to complete each part on time and how it will affect the entire project.
3. In some assembly plants workers are paid for production. If one worker fails to be efficient it will slow down or hold up the entire project. Discuss.

4. Invite a speaker to reinforce the reasons for efficiency of workers in dollars and cents to a company.

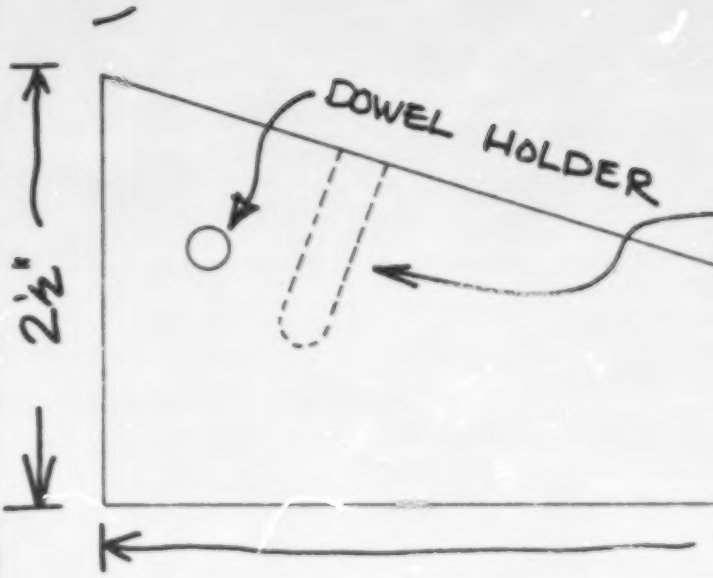
5. When developing a product that may have each part made in different plants before coming together for assembly, how does the one job done by a group of workers affect the total project? Discuss.



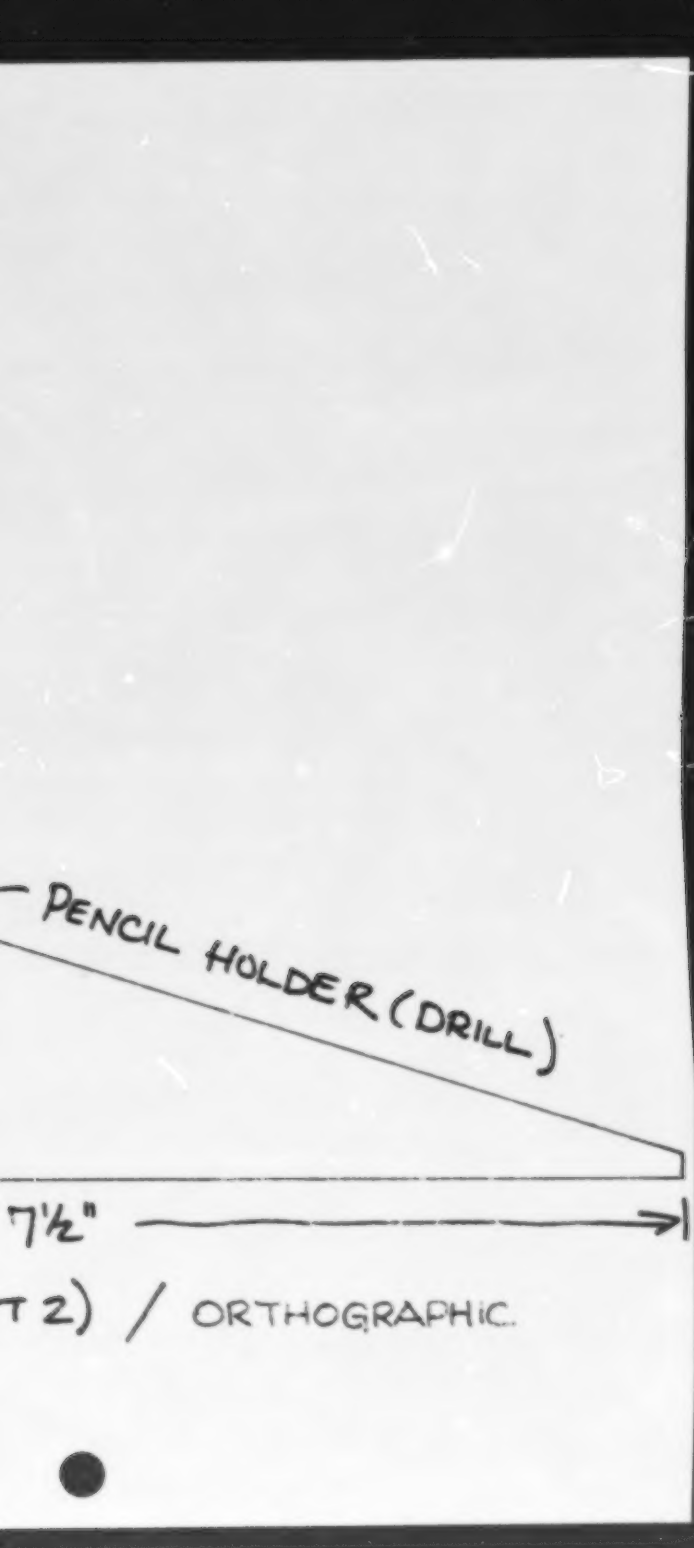
"FINISHED" — ISOMETRIC



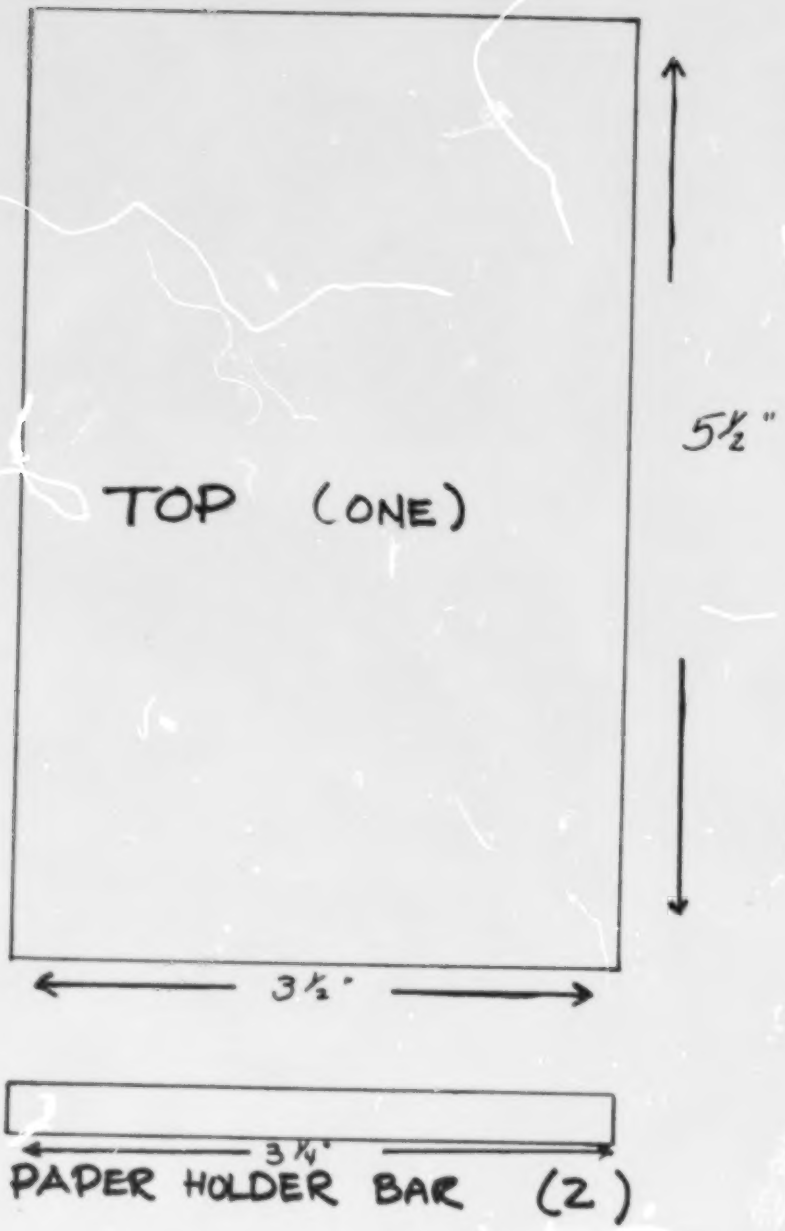
TOP VIEW /ORTHOGRAPHIC



SIDE VIEW (CU



T 2) / ORTHOGRAPHIC.


5½"
TOP (ONE)
3½"
3½"
PAPER HOLDER BAR (2)

OTHER RESOURCES FOR INSTRUCTION:

Wilson, Maurice E. – *Growing On The Job,* Gregg Division, McGraw-Hill Book Company, New York, New York.

"Employees Role in Theft Reduction" – (slides and script) Vocational Education Media Center, Clemson University, Clemson, South Carolina.

Teamwork, A film ($100 rental fee) Thompson–Mitchell & Associates, 3384 Peachtree Road, Atlanta, Georgia.

Armed Forces Motivation – Attitudes (a film) available from the State Loan Library, 2600 Bull Street, Columbia, South Carolina 29201 (803) 758–5540.

A Day in the Life of Bonnie Consolo (a film) (available from the State Loan Library.)

Achieving Goals Casetpak (Booklet and Tape) Nightingale–Conant Casetpak Corporation; 6677 N. Lincoln Avenue, Chicago, Illinois.

Dugdale, H.K. – *Wanted! A New Attitude Toward Work.* Kirkley Press, Inc. Timonium, MD 21093, 1964.

*See list of multi-media teaching aids provided by Southern Bell. (Contact The Southern Bell Educational Representative.)

*A military recruiter may also come to your classroom to discuss topical outline.

*May be used with Session 2 – A View of the Real World.